

# Applying Principles and Practices of Functional Behavioral Analysis to Therapeutic Behavioral Services

---

**Regional Training  
Part 2: Intervention  
DRAFT**



# Learning Objectives

---

- TBS coaches roles and responsibilities
- TBS coaches attitude, knowledge & experience
- Defining TBS
- Engagement and communication skills
- Intervention stages
- Cultural competence
- Specific interventions to promote replacement behaviors
- Documentation



# Roles & Responsibilities

---

- Promote behavioral change through the application of behavioral interventions
- Behavioral “**coach**” is responsible for the provision of TBS
- Applies behavioral principles and practices
- Participates in the development of the TBS treatment plan
- TBS intervention is integrated into the mental health treatment plan



# Roles & Responsibilities

---

- Confirms support for the plan from the youth, family and all treatment team members
- Rehearses the plan
- Adheres to the plan
- Collects data on application of the intervention and target behavior(s)
- Provides services in home, school, foster care/group home, and other community settings



# Attitude, Knowledge & Experience

---

- Hopeful expectations
- Patience
- Clear communication
- Solution-focused
- Collaborative and cooperative
- Good humored
- Flexible with clear and appropriate boundaries



# Attitude, Knowledge & Experience

---

- Open to questions and criticisms
- Non shaming, blaming or guilt
- Knowledge of basic behavioral principles and practices
- Knowledge of child development
- Knowledge of parenting skills
- Experience in applying behavioral interventions



# Defining TBS

(See DMH LETTER NO.: 99-03, DMH INFORMATION NOTICE NO.: 99-09)

---

- TBS is a behavioral intervention based on behavior analysis principles and practices
- One-to-one therapeutic contact between provider and beneficiary
- Short-term
- Goal directed, in support of achieving the lowest appropriate level of placement
- Targets specific behaviors that are barriers to achieving the lowest appropriate level of care



# Defining TBS

(See DMH LETTER NO.: 99-03, DMH INFORMATION NOTICE NO.: 99-09)

---

- Designed to provide the child/youth with skills to effectively manage the behavior(s) that are barriers to achieving residence in the lowest appropriate level
- For child/youth with severe functional impairment





# Engagement and Communication Skills

---

- Get to know the youth, family and other caregivers
- Clarify expectations about TBS, what it involves, how it works, and what it is not
- Establish relationship boundaries



# Engagement and Communication Skills

---

- Listening
- Reflecting
- Summarizing
- Leading questions
- Informing
- Confronting
- Support and relaxation strategies
- Critical thinking strategies
- Instruction
- Modeling
- Role playing



# Intervention Stages

---

- Exploration
- Planning
- Consolidation
- Termination



# Cultural Competence

---

- Be aware of contextual rules and procedures
- Be aware of cultural differences in values, attitudes, and expectations
- Be aware of family structure and decision making practices
- Respect family and cultural boundaries



# Replacement Behaviors

---

- Behavior is a form of communication
- All behavior is goal directed and has a function
- Understanding the function of maladaptive behavior is critical to developing an effective treatment plan



# Replacement Behaviors

---

- Functional equivalent of target behavior
- Consistent with the developmental level of the child/youth
  - Reinforcement of functionally equivalent skills
  - Building communication and social skills
  - Building self-regulation and self-management skills



# Relaxation Techniques

---



# Rule-governed Behavior Strategies

---

- Parent/caregiver effectiveness training, anger management training, etc.





# Differential Reinforcement of Alternative Behaviors

---



# Stimulus Control Interventions

---



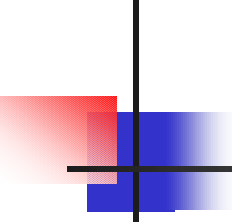
# Stimulus Satiation Interventions

---



# Adjustments to Settings or Demands

---



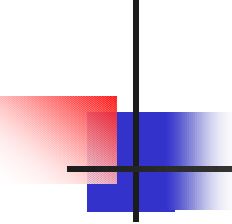
# Youth Choice or Decision-Making

---



# Removing excessive stimulation

---



# Redirection or Ignoring Undesirable Behaviors

---



# Documentation

---

- Progress note content
- Intervention data
- Behavior change data





# For More Information:

---

- Mary Jane Alumbaugh, Ph.D. (CIMH)
  - [Mjalumbaugh@cimh.org](mailto:Mjalumbaugh@cimh.org)
  - (916) 556-3480, ext. 115
- TBS Listserve Address
  - TBS-ON@lists.cimh.org
- TBS Q & A online
  - To post a question, email: [TBS@lists.cimh.org](mailto:TBS@lists.cimh.org)
  - To view past Q&A's, go to: [www.cimh.org](http://www.cimh.org), view TBS project and click to review previously posted questions and answers